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ABSTRACT

Two major categories of issues constitute the agenda for improving the quality of teaching. The first encompasses "empowerment" issues such as occupational status of teachers, their working conditions, income, incentive, and autonomy. The second addresses "enablement," the knowledge, skills or abilities, and judgment requirements of teaching and the standards or criteria of performance and practice in teaching. This paper discusses a collaborative initiative which addresses both the substantive and institutional role/relationship of the "enablement" agenda. The partnership is between San Diego State University and the San Diego Unified School District. The initiative involves the university academic discipline faculties, teacher educators, and public school practitioners in a comprehensive review of the entire curriculum through which students become teachers. The substantive purpose is to generate and sustain an integrated course of study for teacher education spanning the general education and major subject components of the undergraduate degree, professional preparation courses, and the first years of teaching. Three funded initiatives that are major components of this comprehensive collaboration are discussed: (1) the Fund for the Improvement of Postsecondary Education; (2) the Teacher Education Institute; and (3) the New Teacher Retention Project. The initiative is described in terms of its substance, strategies, and structures and an analysis is presented of it as a model of multiple partner collaboration. (JD)

THREE COMPONENTS OF COMPREHENSIVE COLLABORATION AND THEIR IMPLICATIONS FOR IMPROVING TEACHER PREPARATION

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The predominant education theme of the 1980's has been the improvement of the quality of teaching and learning in the nation's schools. With respect to improving the quality of teaching, two major categories of issues constitute the agenda. The first encompasses such issues as the occupational status of teachers, their working conditions, income, incentives, and autonomy. These "empowerment" issues have garnered no small amount of public policy attention and formal examination (e.g. McNeil [1986, 1988], Boyer [1983], Sizer [1984], Wise & Darling-Hammond [1987]).

The second category of issues on this agenda addresses "enablement," the knowledge, skills or abilities, and judgment requirements of teaching, the standards or criteria of performance and practice in teaching and, by extension, the content, quality and structure of teacher preparation programs. Within this second category a subset of issues is also evident; it relates to the roles and relationships of higher education institutions and public school districts in the process of preparing teachers. The significance of these role and relationship questions is that they strongly influence the

practical capability of addressing the substantive "enabling" issues.

In this paper we discuss a collaborative and comprehensive initiative which is designed to address both the substantive and institutional role/relationship issues of the "enablement" agenda noted above. This collaborative partnership involves the largest university, San Diego State University, and the second largest school district, San Diego Unified School District, in California. This initiative involves the university's academic discipline faculties, teacher educators, and public school practitioners in a comprehensive review of the entire curriculum through which students prepare to become teachers.

This collaboration has two primary goals. It is designed to establish and institutionalize collaborative discourse and decision-making regarding teacher preparation. Its substantive purpose is to generate and sustain a fully articulated and integrated course of study for teacher education spanning the general education and content major components of the undergraduate degree, professional preparation courses, and the first years of teaching. (For nearly two decades California has had a teacher preparation model requiring a bachelor's degree in a subject matter area and a separate fifth year credential [certification] program.)

In this paper we will discuss three funded initiatives that are major components of this comprehensive collaboration. The

FIPSE Collaborative Partnership addresses curriculum review and revision in the undergraduate content major programs. The Teacher Education Institute is addressing program reform in the fifth year credential curriculum, and the New Teacher Retention Project is developing a model for support and professional development of new teachers. The FIPSE project is a three-year grant funded by the federal Department of Education. Both the Teacher Education Institute and the New Teacher Retention Project are supported by four-year grants jointly funded by the Chancellor's Office of the California State University and the Superintendent's Office of the California State Department of Education, as well as by the collaborating partners.

Our purposes in this paper are to describe this initiative in terms of its substance, strategies, and structures, and to analyze it as a model of multiple partner collaboration.

CONTEXT AND CONCEPTUAL BASES OF THE TEACHER EDUCATION INSTITUTE

The major influence on the substantive agenda of the collaboration was the final report of the **Advisory Committee to Study Programs in Education in the California State University (1983).** The chancellor of the California State University system established this committee to review education programs throughout the nineteen campus system and to provide "...information, analyses, and recommendations to assist the University in the coming years to fulfill its special role for the preparation of educators in California." (p.v.) Three conclusions and recommendations from the report figure prominently in the development of our collaborative work. First, the report reasserted the co-equal importance of the general education, subject matter concentration, or major and professional education curricula to the preparation of teachers. It recommended that each campus establish appropriate strategies to sustain an "all-university responsibility" for teacher preparation. As the chair of the committee and principal investigator of the study noted: "The preparation of teachers is a long-term, integrated and highly interdisciplinary process. While in many ways colleges and departments (of each campus) are separate entities in the educational process, they are one highly connected and integrated system for the preparation of teachers." (Morey, 1983).

In reviewing existing programs the committee concluded that many of the general education, subject matter and professional education components were excessively and counter-productively isolated from each other, engendering fragmented collections of courses which seldom melded as a coherent program of study. The committee recommended that campuses establish mechanisms and procedures which would improve communication and collaboration among these faculties. It further recommended that curricula be reviewed and revised with particular attention to improving articulation and integration among these components along with an additional component which would address the foundations of prerequisites to pedagogy (i.e., learning theory, human development, etc.). (p.v., p.70)

The report strongly cautioned against piecemeal approaches to curriculum revision, advocating instead that each campus pursue the establishment of a comprehensive conceptual framework through which practical change would be postulated and effected. It encouraged each campus to initiate systematic discourse among the involved constituencies, including public school practitioners and other education policy agencies, as a primary strategy for establishing that framework. (p. 5-6)

The Advisory Committee's report was issued in February, 1983, three years prior to the Holmes Group's Tomorrow's Teachers and the Carnegie Forum's A Nation Prepared: Teachers for the 21st Century. The Advisory Committee's emphasis on articulation

and integration of the curriculum components in a program of study for preparing teachers distinguishes it from the reform orientations represented in these subsequent reports. It rejects, on the basis of its empirical review, the traditional linear additive model as ineffectual and advocates a more complex integral paradigm. It also rejects the stock arguments over quantities--how much content versus how much pedagogy. Rather, it argues that given the essential and distinct but interrelated contributions of each domain, the critical and more challenging issues to program revision are the substance of each component and their systematic articulation within the program.

In recommending increased communication and collaboration between subject matter specialists and teacher educators, the committee implicitly challenged the adequacy of the "generic teaching practices" conceptualization of teaching which reinforced the separation of content and pedagogy. The committee serendipitously anticipated the currently burgeoning alternative conception of teaching which emphasizes both its intellectual and practical complexity. This complex conception of teaching is best represented in the research of Shulman and his associates at Stanford. This conception of teaching is similarly reflected in the work of Peterson, Resnick and Leinhart. This research well documents the relationship between the quality of understanding subject matter, pedagogy, and teacher judgments and productive practices. This research emphasizes the importance of content

and context to productive utilization of techniques. This more comprehensive image of teaching has proven to be a most engaging basis for the dialogues and curriculum reform efforts we are undertaking.

SUBSTANTIVE AGENDA

The substantive purpose of the collaboration is the development of a fully integrated and articulated program of study for preparing teachers. This purpose requires a commitment to overt systematic linkages among content, pedagogy, and the context of practice. Pursuing it entails involving professionals from each of these three areas in simultaneously attending to issues of linkage as well as their distinct contributions to the whole program.

The image of "teacher" represented in the work of Shulman and others proves to be a compelling heuristic for engaging these three constituencies in this enterprise. It invites consideration of how a program of study intent on developing such teachers might be structured and what it might contain. Three facets of Shulman's conception have been most useful to us in elaborating the parameters of such a program.

We have used the notion that "those who understand, teach" to organize our consideration of issues related to the depth, breadth and quality of the content, pedagogical, and contextual understanding required for teaching. Shulman's conception

suggests, for example, that the understanding of content must be sufficiently rich and complex so that the individual is capable of generating apt analogies and metaphors for particularly difficult elements of content and that their pedagogical understandings are sufficient for them to utilize these devices appropriately in instruction.

Our collective sense is that the content component of an integrated program of study would develop an understanding of key conceptual constructs of the discipline, theories and principles employed to explain phenomena or to organize knowledge in the discipline, orientations to and assumptions about understanding, methods of inquiry through which knowledge claims are tested, verified, etc., and perspectives or "schools of thought" operating within the discipline. The content component would involve students in some genuine experience in the discipline, some small-scale original research or other application of the discipline's method of inquiry.

Similarly the pedagogical component would encompass theories of human development, learning, and teaching along with approaches and techniques associated with them. It would encompass study of instructional design, assessment and measurement, school as a social/cultural/political institution, and the methods of research and inquiry associated with this knowledge domain.

In discussing how these two areas contribute to realizing the image of "teacher" as we envision it, we have given considerable attention to teaching approaches. Traditional didactic instruction is not likely to sufficiently engage students to engender the quality of understanding we seek to promote. Teaching that engages students in playing with ideas, in critical analysis and synthesizing, seems more likely to generate the quality of understanding we seek. This concern for methodology has prompted participants to try different strategies in their traditional courses as well as the pilots they are working on as teams in this collaboration. For a number of the participants this attention to teaching per se, and the influence teaching methods have on what is learned, is a whole new dimension of consideration.

The second facet of Shulman's conception that we have examined for implications for teacher preparation is the notion of a distinct knowledge base of teaching which he refers to as pedagogical content knowledge. Shulman refers to this distinct knowledge as an amalgam of pedagogy and content. As we began considering that notion and how a program of study might serve to prompt or forge that amalgam we came to reject the notion that pedagogical content knowledge was a codified set or system of propositions, principles, or conceptual structures which could be transmitted. The notion, as we have come to use it, conveys the distinctive ways teachers think about content for teaching; it is

the capability to think pedagogically about content and teach in ways which are congruent with that thinking. It does not preclude thinking about content in different ways, framing a set of historical events, for example, as a political scientist would rather than as a narrative historian would. It also does not necessarily limit ways in which one might think about content for teaching, e.g. using a literary piece to explore the particular character of social institutions or to explore dimensions of individual interactions within those social institutions. As a distinct way of thinking, the quality of one's pedagogical content knowledge rests on the quality of his/her content and pedagogical knowledge foundations, and the consciously developed capability to make constructive linkages between the two. It is in Shulman's terms "...the capacity of a teacher to transform the content knowledge he or she possesses into forms that are pedagogically powerful and yet adaptive to the variations in ability and background presented by the students." (page 15) In our curriculum pilots we are exploring strategies that will promote this capability.

Shulman's **model of pedagogical reasoning and action** is the third facet of his conception that we have found useful in devising an integrated curriculum. This model consists of six categorical dimensions of intellectually active teaching.

- **Comprehension** of subject matter structures, how ideas within a discipline relate to each other and ideas in other

disciplines, and comprehension of pedagogy and pedagogical purposes;

- **Transformation**, which entails the planning dimensions of teaching--i.e. setting specific learning purposes in relation to content, selecting and sequencing materials and strategies, given consideration of students and content, determining modes of representations to use and to make content meaningful;
- **Instruction**, the actual interactions of teachers and students;
- **Evaluation**, assessing student understanding during and after instruction, relating understanding to purposes, assessing teachers' own performance;
- **Reflection**, critically analyzing processes, procedures, evidence of effects; consideration of intended and unintended events, effects of anticipated and unanticipated experiences, impact on attitudinal as well as intellectual and behavioral domains;
- **New comprehension**, insights into own understanding of subject matter, students, self, practices, interactions and relationships.

These categories constitute more of a cycle than either a sequence or hierarchy. As a whole they represent intellectually active teaching. For our purposes, they represent a frame of mind, a model of "thinking like a teacher," which we want to develop in students. The instructional strategies employed in

our curriculum pilots, the kinds of questions and issues we engage students to consider about content, teaching, and their own instruction are predicated on this model. Our students have not memorized the model; they probably could not recall, on demand, the categorical labels any more than they could rattle off a definition of pedagogical content knowledge. However, they could describe the protocol through which they are beginning to think and act like teachers.

Shulman's conception of teaching has considerable appeal for all three constituent partners in our collaboration. Its comprehensiveness, clear conceptual grounding, and parsimony provide a clear image about which individuals can argue and from which implications and actions for improving teacher preparation can be jointly taken.

STRATEGIES

The strategies we have employed to advance the substantive agenda of comprehensive curriculum reform reflect our conceptualization of collaboration as essentially synergistic. Synergy denotes a process whereby distinct agents acting in collaboration with each other produce a total effect or result which is greater than the sum of the separate effects generated by the agents acting independently. The latter effect is what Stark and Lowther (1988) suggest results from strictly sequential or "separate but equal" curriculum arrangements.

The strategies employed to promote synergy must engender in the collaborating partners a commitment to a shared purpose, one in which they can readily identify a stake and role. They must promote trust and respect among the partners, patience, perseverance and a tolerance for ambiguity. The strategies must also encourage and support each partner's distinct contributions of expertise and perspective. Finally, the collaborative strategies must engage the partners simultaneously in reflection and action.

Through the collaborative projects we are employing three strategies to promote integrated curriculum reform. First, we have engaged participants from the collaborating partners in discourse concerning the implications of the complex image of "teacher" represented in Shulman's work for programs of study (and their components) designed to prepare teachers. These discussions have focused on such questions as what does a teacher need to know in and about her/his content to be able to accurately represent it to students, or to employ apt analogies and metaphors in instruction. Similarly, what does a teacher need to understand about learners, learning, and the use of instructional strategies to engage in the transformation dimension of Shulman's model of **pedagogical reasoning and action.** And what are the influences of the context and culture of the school that teachers take into account in their practice. Shulman's work has been used, in large part, because the image of

teaching portrayed in it is comprehensive enough to engage the three disparate partners. It invites consideration and further examination of both the distinct contributions of and linkages between each partner's domain--content, pedagogy, and context of practice--in comprehending teaching and in preparing teachers.

These discussions have been anchored to reality through the companion strategy of involving participants in actual curriculum development, piloting, and review. In both the FIPSE project and the Teacher Education Institute curriculum pilots we have established subject matter-based triads, each of which consists of a university-based content specialist, a teacher educator, and a public school practitioner in the same content area. The FIPSE triads have developed senior level content courses/seminars which address both structural level content understanding and issues related to linking content with pedagogy. These courses are part of the waiver program requirements that are prerequisite to admission to the teacher education credential program. Approximately 15-20 students are enrolled in each of these courses.

The Institute triads have developed seminars for students in the single subject credential program--the program through which initial certification to teach in secondary school is obtained. We currently have four triads, one each in English, history/social sciences, mathematics, and physical science. These triads function as part of a field-based credential block.

Approximately twenty-four credential students participate in this block; there are about six from each of the subject areas. These numbers represent what we have found to be most workable given the availability at the school site of teachers within each subject area who can work with the credential students. In addition to the twelve triad members, a specialist in educational psychology and instructional design also works with this block.

The small size of the seminars affords the triads rich opportunities to work closely with each other in developing the pilot curriculum and to observe its impact on the students. The entire group meets regularly to discuss their curriculum work, to examine and resolve practical logistics issues as well as substantive questions regarding linkages among components of the curriculum.

Through this strategy of curriculum pilot development we are gaining insights regarding the critical junctures of articulation. We are learning how to more systematically exploit the actual setting of instruction and learning to help credential candidates contextualize what they are learning. The strategy of employing triads to pilot curriculum reform is supported by the resources of the grants and the collaborating institutions.

In the New Teacher Retention Project university faculty participation has been as leaders of clusters of six to eight new teachers; public school faculty members have served as mentors to individual new teachers. The cluster leaders along with resource

personnel from the school district have taken primary responsibility for generating and implementing the curriculum for the professional development component of this project. This component is also based on the conceptual image of teaching described above. Through this component of the comprehensive collaborative initiative we are learning what strategies help new teachers acclimate to the school culture while simultaneously acculturating them to the profession as intellectually engaged, thoughtful practitioners.

We anticipate that our curriculum development strategies will yield important insights about inter- and intra-institutional collaboration in addition to practical recommendations for altering traditional utilization of personnel for an integrated program of study.

In addition to these two strategies, we have used seminars, workshops, informal meetings, and presentations as means to communicate with a broader cohort from both the university and school district about our curriculum work. Within these sessions we have tried to engage the audience in active consideration of what we are doing and how it relates to their own work, field, or concerns. Conversations by groups within the content discipline departments of the university about how they teach and what their teaching conveys about their discipline constitutes encouraging evidence that these are useful strategies.

The office personnel who work on the projects regularly peruse the professional literature for conceptual work and research related to our efforts. We also solicit papers from presenters at national conferences. We maintain a computerized index of these materials with cross-referenced descriptors as well as bound paper copies. Through this strategy we have tried to alleviate the more tedious logistics of keeping up with ideas and practices elsewhere. All project participants as well as other faculty familiar with our collection can easily access these materials for their own writing, presentations, or for references in their seminars.

STRUCTURES

The organizational structure of these collaborative projects reflects our intention that the work of the funded projects eventuate in intra- and inter-institutional changes in decision-making and in program design. The administrative purpose is to engage the collaborating institutions in exploring and engaging in restructuring that will sustain the integrated program of study. We have, therefore, tried to avoid the creation of a resource-consuming separate structure which could easily become preoccupied with its own survival. The projects have been administered to optimize their serving as catalysts for change, levers, resources, and conduits for change.

Administration and coordination of the projects operates through the Teacher Education Reform office. This office includes an executive director, two secretaries, a research assistant, and graduate student assistant. The executive director holds associate professor rank within the College of Education and reports directly to the dean of the college, who is the principal investigator on the projects. Until this academic year (1988-1989) the executive director was full-time with the projects. This year she is officially half-time with them. The secretaries are full-time project employees; the research assistant and graduate student assistant are half-time. Faculty members who participate in the curriculum pilots or serve on project task forces and committees do so either as part of their regular responsibilities or through a replacement arrangement between the projects and their department or school. The involvement of the principal investigator--the dean of the College of Education--other deans, project co-directors (both the Teacher Education Institute and the New Teacher Retention Project have a co-director from the university and from the school district), and other school district administrative personnel are supported by their respective institutions. These personnel arrangements make it possible to utilize limited grant resources in actual program and collaboration development.

The restructuring of the **University Teacher Education Advisory Council**, which serves as the policy oversight group

for the teacher preparation program and Institute initiatives, and the expanded network of advisory committees to the School of Teacher Education (see Chart I) reflect the influence of the collaboration projects on decision-making processes thus far.

The Teacher Education Institute has had a significant influence on the restructuring of the University Teacher Education Advisory Council. The restructuring will entail establishing a curriculum advisory committee for each of the credential programs (multiple-subject and single-subject). Each of these committees will be made up of faculty from discipline departments in the university, public school practitioners, and teacher educators. The committees will provide course review and recommendations to departments generating or revising courses taken by students planning to become teachers. This restructuring is designed to increase communication regarding curriculum for teacher preparation and to systematically introduce that communication at the earliest appropriate point in the curriculum development process.

The Institute has also had considerable success in influencing the membership structure and agendas of the advisory committees in the field-based credential blocks as well as the School of Teacher Education's Community Advisory Committee. The block-based groups maintain agendas that include issues of specific relevance to the individual sites as well as issues of programmatic interest across sites. These committees send

representatives to the School of Teacher Education body for broader deliberation on these matters, thus creating an integrated communication network. Members of these committees include public school faculty members and administrators as well as faculty from the School of Teacher Education and other departments within the College of Education. As the dimensions of the curriculum reform emerge, these groups may well provide formative input and feedback on implementation.

These structural changes are but a beginning. We are encouraged that we have accomplished this much in such short time. Conversations among deans and school district administrators about expanded roles of collaborating partners within other deliberative bodies are under way. That too is encouraging.

COLLABORATION

School/university collaborations, as the literature suggests, are largely symbiotic in nature and synergistic in process. To be productive and resilient they require that the institutions involved clearly recognize their essential differences in goals, priorities, modes of operating, organizational dynamics, language and culture. Collaboration, if it is to be fruitful, also depends on the participating institutions resisting incli[illegible]ns to co-opt each other. The strength of any collaboration li[illegible] in the sustained independence,

distinct expertise, resources, and perspectives each brings to the partnership. This is not to say, however, that within the actual workings of the partnerships people's ideas, perspectives and positions are not altered. Collaboration is a powerful vehicle for understanding, which in turn contributes to shared and creative problem-solving as well as risk-taking initiatives that eventuate in mutual benefit.

Synergy denotes actions of two discrete agencies which when undertaken in concert with one another, produce a total effect that is greater than the sum of the two effects generated independently. Successful collaboration is marked by this process. In the Retention Project the time and energy invested in joint planning, implementation, review and revision has inevitably produced a finer quality program than would be possible through wholly separate efforts or even cooperation.

A critical distinction between collaboration and cooperation is worth noting here. In the former there is a shared purpose and agenda emanating from an issue or situation in which each partner feels a compelling interest. It may relate to only a single area of each partner's total domain of responsibility; each may be concerned with a distinct facet of it, but both institutions have some commitment to or interest in addressing it. Cooperation does not necessarily involve such a shared concern. It often can be accomplished with far less resource investment that can collaboration.

In the Retention Project the shared purpose relates to the continued professional development and quality of practice of new teachers. Both partners bring resources and expertise to bear on the acculturation domain of this goal. Both can contribute substantially and in complementary ways to the acclimatization process as well. The collaboration of personnel from both institutions on this shared purpose generates a richer, more comprehensive product than either could generate separately.

A number of actions and conditions have contributed significantly to the Retention Project both in terms of its surviving and in terms of its being successful in realizing its purposes. We believe these conditions are pertinent to any inter-institutional partnership. They are summarized below.

- The chief executive/administrative officers of each institution must affirm and periodically reaffirm institutional commitment to the collaboration.

- Personnel from each institution who share responsibility for policy and administrative leadership of the collaboration must have sufficient positional authority and access to policy making/influencing within their own institution to be able to effect partnership work.

- Sufficient resources must be available for both the administrative/policy work of the partnership and implementation of collaborative initiatives. Two explanatory points are important here. Involvement in collaboration, especially in its

initial stages, requires foundation laying--regular sustained discourse. Without resources to make that discourse possible within an individual's work assignments, resentments and disinterest are easily fostered. Collaborative initiatives take place, for the most part, as pilots within a "business as usual" environment. The surrounding programs and responsibilities of each institution are not suspended. Distinct resource availability to the collaboration is prudent and can reduce the likelihood of sabotage and discord between the collaboration initiatives and traditional programs and procedures.

- Broad-ranging involvement of personnel from diverse sectors of the institutions and a regular flow of information/communication regarding the collaboration serve to extend interest and commitment. They also increase the opportunity for richer, more creative collaborative work by encouraging varied ideas and perspectives.

- As important as administrative involvement is, investment of the largest portion of resources committed to the collaboration should be directed to actual initiatives and to those implementing the initiatives. The proper balance is, of course, situation specific.

- As much as possible, it is important to minimize the creation of separate policy and project review structures. Pertinent structures which already exist within each institution should be kept apprised of the collaborative work and build the

needed support networks through them. This strategy can contribute substantially to institutionalizing both collaborative processes and the programs such work produces.

■ Do not ever lose sight of or minimize the importance of open honest communication among partners; issue-based arguments or strongly stated perspectives about issues often serve as conduits for understanding and creativity. Take breaks, but always come back! One of the truest indicators of a working collaboration is when individuals from different institutions align on an issue and together take on their colleagues.

■ Collaboration requires patience, perseverance, risk-taking and enthusiasm. Maintaining these, among all involved, frequently falls to the individual responsible for daily administrative direction of the collaboration. But everyone has to be alert to signals that communicate needed encouragement or reassurance. Keeping folks talking, exploring and pursuing the shared purpose in a good-natured way is a critically important task. Informal conversations or get-togethers can facilitate this. Good-natured teasing, joking, and humor (even banter) in formal meetings are invaluable. Informal follow-up with individuals also serve to solidify candor and continued communication.

■ Institutional leaders not directly involved in the day-to-day operation of the collaboration need to be kept informed of proceedings, issues, dilemmas, etc. In addition to being a basic

professional courtesy, it can be of very practical value. It will promote the continued support of these critically important individuals; it protects them and the endeavor from being blindsided; it provides another perspective. These individuals can provide useful insights about strategies and tactics that will benefit the collaborative work. The process can be mutually satisfying.

■ Clerical support specifically assigned to the collaboration is crucial. The logistics of this mode of operating are far more cumbersome than any other process. These resources contribute to the partnership's stability, efficiency, and ultimately, efficacy.

■ Finally, self-regulated restraint on the part of all involved parties is absolutely essential. For the most part, key players in the collaboration are "movers and shakers" in their own institutions. They need to recognize the need for and contribute to the collaboration establishing its own foundations of understanding and mutual respect. They also need to understand that for the collaboration to be effective, it needs to transcend traditional institutional boundaries.

Since, at its core, collaboration entails creative problem-solving and synergistic action, it requires considerable autonomy from standard operating procedures. Knowing how and where to leverage or manipulate those procedures as well as when not to veer too far afield is what makes the involvement of those

individuals with the positional authority mentioned above so critical. These individuals also bring understanding of their institution's pervasive and sometimes intractable contextual realities. These realities necessitate restraint on the part of external sources of support to the collaboration. Failure to recognize contextual conditions or constraints and to incorporate those considerations in the form or shape of collaborative initiatives will minimize if not obviate the initiatives' intended effect. Noting such conditions often accommodates eventual exploration of the intractables, their merit and utility to the institution, and possibilities for reshaping them. Such entrees are foreclosed when collaborative work is externally mandated.

Trubowitz (1986) suggests that collaborative partnerships are characterized by a series of stages in their development. Our experiences indicate that the history of the partners' prior relationships will influence the severity of the negative (hostile, mistrusting) stages and the rapidity of movement through the stages. We also would suggest that there is no uniformity of stage development. Individuals and groups working in the collaboration will not (thank goodness) all be hostile at once; nor will they all be forthcoming and trusting at the same time. This is where patience, perseverance and humor come in. Trubowitz's description associates the stages primarily with the public school partners and participants. Our experiences

indicate that these characteristics transcend institutional boundaries. No one has a corner on these traits.

Our experiences have made us especially alert to the paramount importance of people (over policies and procedures) in this type of work. We are currently exploring strategies that will allow current participants and newly interested individuals to cycle through various levels of participation. We envision highly permeable concentric circles of intense participation, reflection, research, rejuvenation, through which all participants would be encouraged to move. Each circle would sustain the individual's linkage to the collaboration but draw on different dimensions of expertise and interest. Collaboration is most resilient when the participants demonstrate diversity of perspective and experience; individuals continually present unanticipated but often invaluable facets of themselves in this type of work.

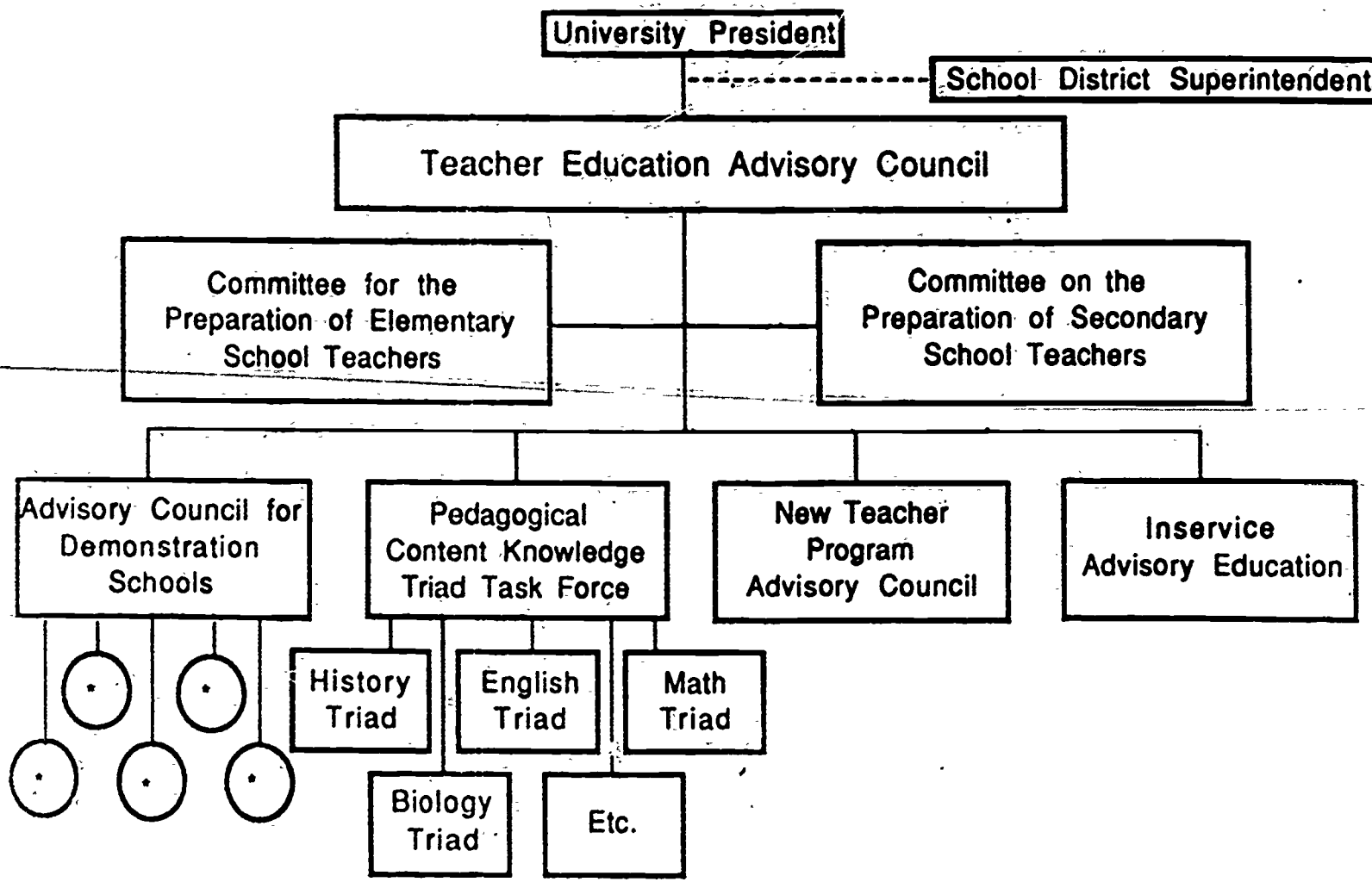
CONCLUSION

At the beginning of this paper we linked the comprehensive collaboration efforts we have been involved in to the enabling agenda of the education reform themes of this decade. We have described how by engaging partners in shared curriculum review and revision these partners come to better understand each other and to capitalize on each other's distinct strength and expertise in that process. We have found this process to be a powerful

catalyst for change in the participating individuals and institutions. It is simultaneously exhausting and exhilarating.

We continue to believe that enablement empowers and that neither can be achieved when contributors to teacher preparation remain isolated and aloof from each other.

Chart I
Collaborative Decision. Making Process for Teacher Preparation Program



*Each demonstration school has an advisory council

**Each subject matter triad has public school teachers, university discipline faculty and faculty from College of Education

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